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2. A so-called high school that in its first and second years is strictly a grammar school.

3. A so-called high school in which the students select such studies as they please, without following a carefully thought out plan.

4. Any high school that falls short of fulfilling the mission of a high school as already defined.

To accomplish these results it will be necessary to make provision for a thorough organization and supervision of public education by the state. Much energy has been wasted in the past by poor methods and imperfect organization. The work of the future will be to so utilize all the forces that the masses may receive the full benefit of the system. The functions of the state do not end with the support of elementary schools, but as it is of economic value to the country to explore every part of the domain and work every mine, so as to make it a part of the nation's wealth, so in education every field should be explored in order to develop each mute, inglorious Milton.

In those states where the entire general control of public education depends upon the state superintendent the system is too much loaded down at this point. A state board of education is thus a necessary department of supervision. These boards in Massachusetts, Michigan, Wisconsin and Minnesota have added much to the efficiency of the schools by adopting uniform courses of study, by personal inspection and by frequent reports; while in New York the Board of Regents is making an effort to unify secondary education and assume control of all the various agencies of higher education in the state. This is the state's ideal, and legislators and educators should strive to make provision for every child for access to every grade of education, from the most elementary to the most comprehensive. The various stages of the system should bear a harmonious relation to each other, and then in the language of Dr. Edward Everett Hale, "If a boy understands that he may pass through the public schools to the university; when you can inculcate that feeling in the primary scholar from the slums; when you can make the people understand that the university is as much a part of their education as the primary or grammar school, we shall be nearing the ideal."*

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COURSES IN POLITICS AND JOURNALISM AT LILLE.

It is perhaps not generally known that within a comparatively recent time there has been established a so-called *Section des Sciences Sociales et Politiques* in connection with the Faculty of Law in the

* From address by Dr. Hale on "The University Ideal in America," at the University Club, Philadelphia, July, 1893.

Catholic University at Lille, in northeastern France. The higher education of the people is cared for in France both by state and church. There are also schools which are of neither class, and which are administered entirely by private individuals, as in the United States. The *Ecole Libre des Sciences Politiques* of the Rue Saint-Guillaume, in Paris, is such a school. In a strictly literal sense there are no universities in France, but the state establishes and supports "Faculties" at Paris and at fifteen or more provincial towns and cities, a single centre containing more or fewer of these "Faculties," according to the actual or supposed needs of the community. At Lille the state supports a group of Faculties constituting what can properly be termed the State University of Lille, and the Catholics, following the system in vogue with the government, support their separate Faculties, which make up what may be again properly called the Catholic University of Lille. These Faculties are officially known as the "Facultés Catholiques de Lille." The Church maintains Faculties not only at Lille but also at Paris, Lyons, Angers and Toulouse, and the foundation at Lille, if we judge a university by the comprehensive character of the instruction which it affords, would seem really to deserve the name of university.*

To the Catholic Faculty of Law at Lille there was added in November, 1894, a School of Political and Social Science. This school offers courses which are conducted chiefly by members of the Faculty of Law. They are, however, assisted by specialists from the Faculties of Letters and Theology, while a number of publicists and public men who do not devote their time exclusively to academic pursuits are called in to give lectures upon important subjects with which they are adjudged to have an intimate acquaintance. The courses in this school are meant, it is said, for young men "who wish to serve the country by voice or pen," and the *Section* offers such students "more thorough facilities of instruction in public law, in administrative subjects, in political science and its history, with a view to giving them a better preparation for public life. The Faculty has desired above all things to aid in creating in the north of France a centre for the dissemination of Christian social instruction (*un foyer d'enseignement social chrétien*)."[†] The school affords instruction, we are told again, "not only to aspirants for

* M. Eugene Tavernier, of *L'Univers* of Paris, writes me as follows concerning these Catholic Faculties, the so-called "Facultés libres": "Celle de Lille merite vraiment le nom d'université, car elle comprend toutes les catégories de l'enseignement: Droit, Lettres, Sciences, Théologie, Médecine (elle possède même un hôpital) plus la Section des Sciences sociales et politiques; plus enfin des Ecoles professionnelles d'Arts et Métiers, d'Agriculture, etc. Toute cette institution a été fondée et fonctionne sans aucun secours de l'Etat et même malgré l'Etat, qui s'est attribué le monopole des diplômes."

[†] *L'Univers* of Paris, October 19, 1895.

the degree of Doctor of the Political Sciences (a degree created by governmental decree of April 30, 1895) and to students of the law, but also to young priests, to students of the faculties and associated schools of letters, of industry and of agriculture, to foreigners who have no degrees, to young men who intend to engage in journalistic pursuits or who may simply wish to possess and propagate healthy ideas on all questions pertaining to the social and political order."† The program of courses at this school for the year 1895-96 may be profitably studied. As published in *L'Univers*, the venerable and authoritative Catholic journal of Paris, it was as follows:

Courses Common to the Two Years.

(The letters of T., L., Lt., which follow the names, indicate that the persons hold professorships in the Faculties of Theology, Law and Letters respectively.)

Sociology, Canon Didiot, Dean, T. (twelve hours).

Explanation of the Encyclicals of Leo XIII., Rev. Dr. Fristot, S. J. (twelve hours).

Principles of Social Morality, Rev. Dr. de Pascal (ten hours).

History of Political Science, Modern Period, M. de Margerie, Dean, Lt. (ten hours).

Contemporary History, Unity of Italy, Dr. Pierre de la Gorce (twelve hours).

Selected Questions of Political Economy, Dr. Thellier de Poncheville (six hours).

The Great Publicists of England (Eighteenth Century), Abbé Looten, Lt. (eight hours).

Comparative Public Law, Political Institutions of Germany, Austria and Russia, M. Eugene Duthoit, L. (forty hours).

Apologetics, Canon Moureau, T. (twenty hours).

Courses of the First Year.

Natural Law, M. Rothe, L. (twenty hours).

Political Economy, M. Béchaux, L. (eighty hours).*

Persons, The Family and Property in the French Civil Law, M. de Delachenal, L. (eighty hours).*

Constitutional Law, M. Duthoit, L. (forty-five hours).*

*(The courses marked with an * are common to the section of Political and Social Science, and to that of Legal Science.)

† *L'Univers* of Paris, October 19, 1895. M. Joseph Menard, in an article in *L'Univers* of the issue of February 7, 1896, said in regard to the establishment of this school: "Convaincue qu'il ne suffit pas de faire des diplômés, avocats, ou médecins, et qu'il importe, en dehors de l'enseignement des questions inscrites aux programmes officiels, de donner aux jeunes gens des lumières sur tout ce qui préoccupe le cerveau et agite l'ame de nos contemporains elle a créé une Section des Sciences Sociales et Politiques."

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History of French Public Law, M. Rothe, L. (forty-five hours).
Press Legislation, M. Gand, L. (ten hours).
Democratic Government and Necessary Reforms, M. Groussau, L.
(six hours).

Courses of the Second Year.

Administrative Law, M. Groussau, L. (eighty hours).*
International Law, M. Seloosse, L. (forty-five hours).
The Duties and Practice of Journalism, M. Tavernier, Editor of
L'Univers (six hours).
Corporative Organizations of Former Times and of To-Day, M.
Hubert-Valleroux, of Paris (ten hours).
The Law of Association and Its Legislation, M. de Vareilles, Dean, L.
(eight hours).
Financial Legislation, M. Béchaux, L. (forty hours).
History of Economic Doctrines, M. Seloosse, L. (forty hours)
Industrial Legislation, M. Rothe, L. (forty hours.)
Prison Questions, M. Gand, L. (ten hours).
Elements of Canon Law, Canon Pillet, T. & L. (twenty hours).*

Adjunct to the Section of Social Sciences.

Lectures on Anthropology, Terrestrial Strata and Anthropological
Stations. MM. Boulay and Bourgeat; Anatomical Anthropology,
M. Duret; Ethnography, M. Lavrand; Criminal Anthropology, M.
Delassus.

Such instruction must be of the greatest value to the young men of
Northern France. A school of this kind must surely exert an impor-
tant influence for good upon the political and social life of the country,
and we may all hope that the day may not be far distant when the
need may be more generally felt among all classes of the people in
all countries of establishing centres at which the youth may be taught
these sciences that are so closely concerned with the welfare of the
human race.

It will be noted that the program offers 286 hours (*leçons*) of instruc-
tion per term to students of the first year, 299 hours to students of the
second year, while 130 hours are available to the students of either or
both years; and it will also be noted with pleasure by those who are
interested in that comparatively new task of educating young men in
the principles of journalism that two courses in the list pertain to that
subject. Last year, 1894-95, there were three courses at Lille which
related directly to journalism, one by M. l'Abbe Looten of the Fac-
ulty of Letters on the Great Journalists of England, another by

*(The courses marked with an * are common to the section of Political and
Social Science, and to that of Legal Science.)

Professor Gand of the Faculty of Law concerning the Press Laws of France, and a third by M. Eugene Tavernier of *L'Univers* of Paris, upon the Practical Duties of the Journalist. * M. Tavernier's course for the second year has just been completed and he reports that his lectures were attended by an audience of from sixty to one hundred persons. He hopes to publish his lectures in a volume which will doubtless be of value to others who are working in this field.

In his course M. Tavernier gave an historical sketch of the French press, beginning with the *Gazette de France*, the historic journal founded at the time of Richelieu by Theophraste Renaudot, the father of French journalism. This newspaper appeared regularly each week, commencing with the year 1631. M. Tavernier was of course able to draw much of his material from the admirable studies of Eugene Hatin, the historiographer of the French press, a man who spent an entire lifetime in careful investigation, and who, when he died some two years ago, bequeathed to us one great work of eight volumes and several minor works relating to the journalism of his country. M. Hatin contended that the *Gazette de France* was the first printed newspaper in the world. The claim is vigorously contested by the Germans, and quite effectually, it would seem, in view of the positive evidence in their favor, now to be found in the library of the University of Heidelberg. Bound copies of the so-called Carolus newspaper bearing the date 1609, which is supposed to have been published in Strassburg, are preserved at Heidelberg, and furnish the investigator into the origins of journalism with information of the most valuable kind. M. Tavernier must have had an abundance of material from which to construct the historical part of his course. He spoke also of the "trade" side of journalism and the practical organization of an active, working newspaper force. The division of labor in a French newspaper office was described. Sometimes, M. Tavernier said in one of his lectures, the newspaper publisher is a literary man; more often, however, at the present day he is unfortunately a mere "*entrepreneur de publicité*." Most assuredly France is not the only country in the world in which this charge can be made against newspaper publishers and proprietors.

M. Tavernier, fortunately, has quite a wide acquaintance with the great English newspapers which stand to-day for what is perhaps best and most worthy in the world of journalism. One lecture was devoted to a comparative discussion of newspapers, with the London *Times* as the model and some of the characteristic, if not very creditable, features of the American journal, were reviewed by the lecturer. It is to be regretted that M. Tavernier was limited by the program to six

* Philadelphia *Evening Telegraph*, August 13, 1894.

hours. The journalists and educators of France are of course far from being unanimous in their view concerning this innovation. M. Joseph Menard, in the article in *L'Univers** previously quoted, says, "The Americans have established a school for journalists—the thing is possible with their conception of a journal—and the International Press Congress, which assembled last year at Bordeaux, expressed the wish that their example might be generally followed. M. Tavernier has the same desire. Days, months and years, however, will pass before this dream materializes. Of the journalists more than of the poet can one say that he is born with the necessary qualities, and that if a higher power does not endow him with them he may apply himself in vain in an effort to acquire them. . . . But, however, this may be, . . . we felicitate ourselves that the questions which relate to journalism are treated in a chair of public instruction; that they attract and interest an audience of intellectual persons, and that by the manner in which he presents and discusses them M. Tavernier is laboring to hasten the solution of this problem."

It is significant to note that this attempt in France to inculcate the principles of journalism through the university has been inaugurated in a school which is devoted to the teaching of the political and social sciences. This is a recognition that journalism stands in a near relation to these sciences, as it of course must, however and wherever it may be taught. A time it would seem could never come when journalism will be a branch of knowledge so independent of all else that it can be taught alone in the way that law for instance is taught. Journalism may by the labor of various industrious investigators come in the end to be a science. It will be perceived finally, perhaps, that there are definite rules and principles underlying the newspaper art, but the journalist, like the writer of any other kind, no matter how well he may be trained to an understanding of the special character of his calling, will not be a very successful writer unless he has something to write about and is provided by collateral study, with a point of view from which to regard the events that transpire in the world about him. There are writers who by the present system write, and indeed write a great deal, without having anything of worth to communicate, but this state of affairs we have no desire to perpetuate.

There are no sciences which enter so largely into the journalist's daily life as the political and social sciences. No others can be of such great service to him when he has once acquired a knowledge of his own special line of tasks as a news collector and a news commentator, using the term news not in the sense of murders, hangings and nauseating crimes, a meaning which it has lately come to have in this country

*Issue of February 7, 1896.

by our unrestricted press system through the efforts of unprincipled newspaper owners, who speculate upon the degenerate tastes of the people. Such is not the proper conception of the news idea, and those who teach this subject must all unite to secure a speedy return to other standards. There is a legitimate popular interest in the printed intelligence concerning current happenings of a certain kind which supports the newspaper and explains its existence. To investigate into the relations which govern the production of our newspapers is the immediate task of scientists, to the end that the young men who will be the newspaper editors and proprietors of the future may cherish more correct ideas in regard to their calling, which is a calling that may be of so much influence for good or evil to man and womankind. Fortunately there is coming to be a more or less general realization that the university has a task to perform with respect to journalism. The writer of this paper heard a course of lectures by Professor A. Koch, of the University of Heidelberg, during the spring semester of 1895, on the "History of the Press and Journalism in Germany." The lecturer, in opening his course, called attention to the fact that these were the first discourses of the kind which had ever been delivered in any German university, and he expressed the hopeful conviction that they would not be the last.

To complete our survey of economic studies at Lille it is necessary to speak briefly of the courses offered in the faculty of law of the so-called Academy of Lille, which is a part of the so-called University of France. In this exhibit will be seen in concrete form the development which has recently been given to economic and political studies in the law faculties of France. A full description of these changes having been given in the ANNALS,* we shall content ourselves with a *résumé* of the courses in the section of political and economic science of the law faculty at Lille. The following courses were offered in the first semester of the year 1895-96:

A History of French Public Law. M. Peltier, instructor † (two hours a week).

Principles of Public Law, Comparative Constitutional Law. M. Bourguin, professor (two hours a week).

Political Economy. M. Deschamps, instructor (two hours a week).

History of Economic Doctrines. M. Deschamps, instructor (three hours a week).

Financial Science and French Financial Legislation. M. Wahl, instructor (three hours a week).

* "New Academic Degrees at Paris," by C. W. A. Veditz. ANNALS, Vol. vii, p. 286, March, 1896.

† Chargé du cours.

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Industrial Legislation and Economy. M. Jacquelin, instructor (two hours a week).

Rural Legislation and Economy. M. Peltier, instructor (two hours a week).

Administrative Law. M. Bourguin, professor (three hours a week).

International Public Law. M. Jacquey, professor (three hours a week).

There were in addition two public courses upon political and social subjects; one held in the evening in order to permit the attendance of the public, by M. Vallas, one hour a week, upon "The Labor Contract;" and another by M. Deschamps, one hour a week, upon "The Relations of Production and Consumption."

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